DOCUMENT RESUME

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IDENTIFIERS	*Effective Reading Programs; Right to Read

ABSTRACT

This program, included in "Effective Reading Programs...," serves an unselected cross section of more than 700 seventh- and eighth-grade students from suburban middle-income families. The program aims to make students proficient in the areas of word attack skills, including phonetic and structural analysis, comprehension skills, work-study skills, and oral reading. The program utilizes the diagnosis of individual differences and careful consideration of these differences as the basis for building a sound developmental reading program. Other major objectives of the program include making every student feel important and successful, making reading as exciting and enjoyable as possible, and meeting each student's needs in both scholastic and social settings through individualization. The remedial reading teacher works in conjunction with the general reading program, thus minimizing the stigma often attached to such classes. The program provides a wide variety of books at students' independent reading levels, but below their instructional levels, and students are allowed class time for recreational reading. The encouragement of parents to become involved in the home reading program constitutes a key feature of the program. (WR)

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INTEREST, NEEDS DEVELOPMENT READING PROGRESS

Union Junior High School
Sandy, Utah

CS001922

This program is defined as Developmental Reading and is taught in conjunction with the Remedial and Speed Reading Programs.

I. When a student comes into the reading department, he is given a battery of tests. The first week of school we begin with the Monroe test. It is a timed 7 minute test and tests for comprehension. This test gives a quick method of finding a starting place for each student's continued testing. Caution should be used in considering this test as the only method of placing a student on his instructional level since this is a timed test, the student may read well, but slowly. For those students who place below 5.0 we give the Gate-MacGinitie, for those students who place below 5.0 we give the R.E.A.D. test of comprehension skills.

Students whose tests thus far indicate severe reading problems are then given the Slosson Word list for diagnostic purposes. All students are given the Lorge Thorndike non-verbal I.Q. test. This is used as an indicator of learning potential and/or learning disabilities.

Before school starts the IOWA scores are recorded for each student in reading, this test is given again at the end of 7th and 8th grade and the scores are used as pre-post evaluation of the program.

The Monroe test is given again at the end of the first quarter.

The Gates and R.E.A.D. are given 3 times a year. Form D-1 or E-1 of the Gates at the beginning and end of the school year and form D-2 or E-2 at mid-year.

The R.E.A.D. test also has 2 forms and is given in the same procedure as the Gates.

This type of evaluation gives the students, parents and teachers constant progress reports.

II. Class setting; An attempt is made to keep each class load between 20-25 students with remedial reading being the exception with 12 students per hour. One section of a four section pod is used for remedial reading. This has eliminated much of the stigma usually attached to these students and the typical remedial reading program.

III. Materials (comercial)

A. Auditory material used
   1. Target tape - phonetic and structural anaylis work by Field Enterprise
   2. "Hoffman Reader" materials
   3. E.D.L.
   4. Readers Digest Advanced Skill Builder and tapes

B. Comprehension materials
   1. SRA accelerators
   2. Websters Reading Clinic
   3. SRA Dimensions (Manpower and American Album)

4. SRA Map and Globe Skills
5. SRA Countries and Cultures
6. Scholastics "Getting Together Kit"
7. Scholastics "Imagination Kit"
8. Scholastics "Fortune Telling Kit"
9. SRA Research Lab
10. SRA Think Lab
11. McGraw-Hill - Reading for Concepts A-H
12. Barnell Loft - Specific Skill Series A-Advanced
    - Using the Context
    - Following Directions
    - Getting the Main Idea
    - Working With Sounds
    - Detecting the Sequence
13. Activities for Reading Improvement 1,2,3

IV. Packets (teacher made materials)

Each month a packet is made which contains information related to the science, health and history classes of the seventh grade students. These packets contain skill materials; word master devices such as puzzles, word finds and vocabulary related materials. They also vary in readability to meet the students needs and assure success.

Job applications and job information is also gathered and used as a motivator.

V. Games (reinforcers)

1. Motor Cross Word game
2. Scrabble
3. Bingo (teacher made related to any phonetic or structual skill being taught)
4. Concentration (teacher made to correlate with the theme and vocabulary being taught for month)
5. Mini-course - Several times a year we offer mini-courses to all students in the reading program who have a average grade of B in reading. These mini-courses are related to the monthly theme i.e. October - mysteries for monthly theme and Spook Alley for mini-course. April - Sports and a 3 day softball tournament between classes for a mini-course.

VI. Home Reading

Students are required to read at home each evening for a length of time which they and their parents agree upon. They are then given a grade on the basis of the time they read. They may read anything they chose but are encouraged to read homework from other classes.

600 minutes per month = A
400 minutes per month = B
200 minutes per month = C

Students are supplied with a sheet of coupons that they and their parents sign, time read is recorded also and then they are returned to school daily or weekly.

VII. Leisure Reading

Each class period is started with 10 minutes of silent reading. This time is increased as the students reading skills and reading interests develop. An attempt is made to provide 5 paperback books per student enrolled in this program. These books vary in readability and interest. Books are displayed about the room to illustrate the theme for the month. Students may read whatever they chose during this time.

VIII. Creative Writing

Each month students write and illustrate a short story. These stories are graded on A or F basis. These stories are then circulated among other classes for leisure reading.

IX. Grading

Each student receives a folder and monthly is given an illustrated grade sheet. He/she is responsible for keeping this grade sheet current. At the end of each month the student is given a grade on that sheet. It is taken home and returned with a parents signature. This provides constant feedback for student and parent.

Packets, students grade sheets, vocabulary and bulletin boards in each room are carried through with a common theme.

Enclosed is a sample copy of a student grade sheet illustrated for the monthly theme and a sample of home reading coupons.

1. Newspaper Unit
   a. grade sheet
   b. weekly home reading coupons
2. Sports Unit
   a. grade sheet
   b. daily home reading coupons

Student's Grade Sheet for Baseball and Sports Unit

Name

Period

Skills

C

B

A

Vocabulary

C C+ B- B B+ A- A+

A+

A

B

C

D

STAR CHART

HOME READING

Parents Signature

GRADE

A

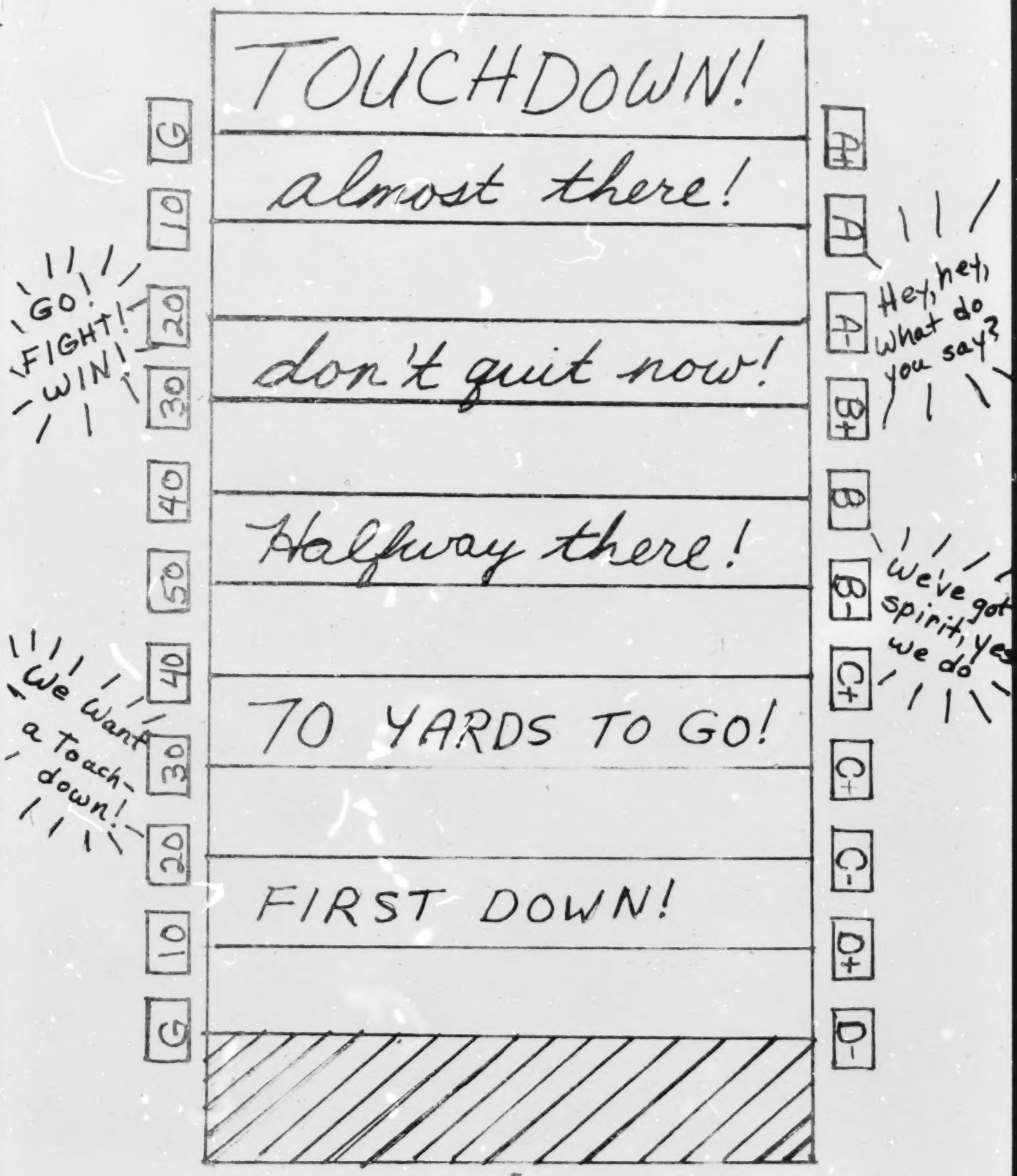
B

C

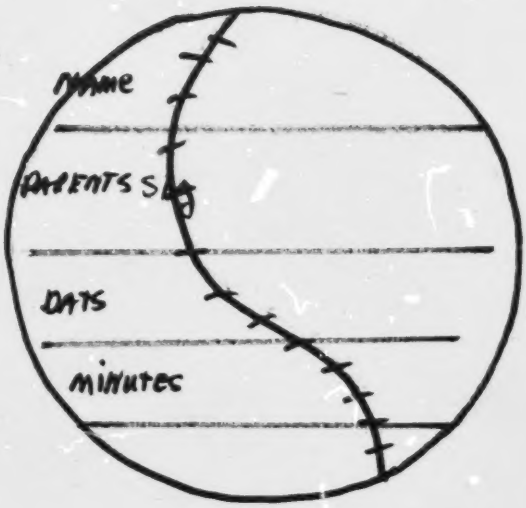
A+

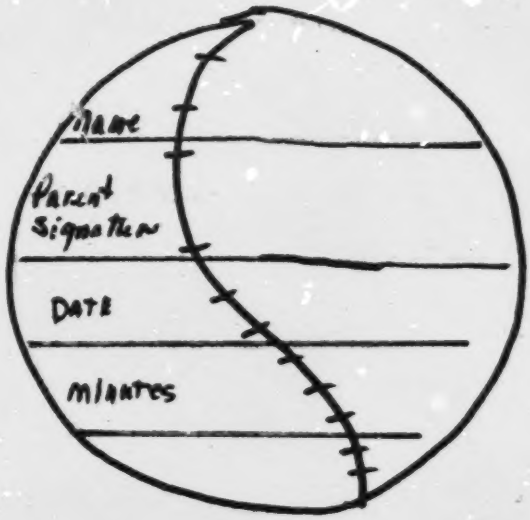
Book Reports

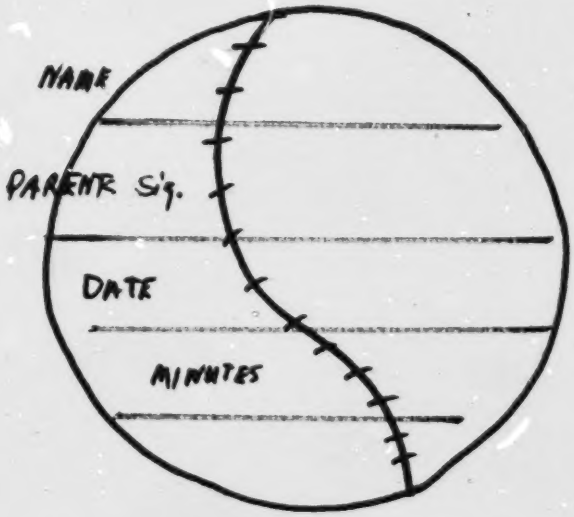
Can you score a Comprehension TD?

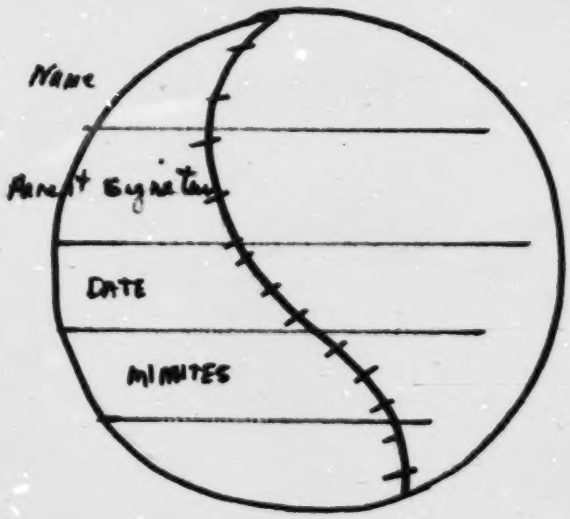


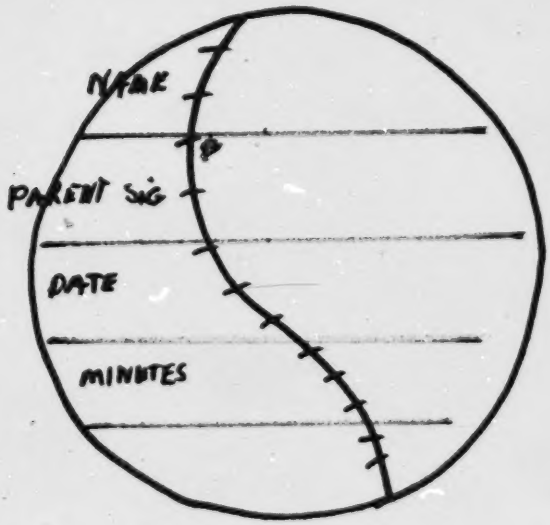
Stone Picking Coupons

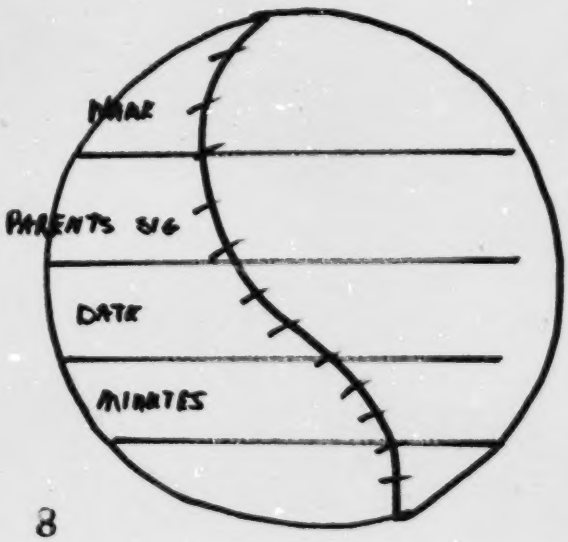










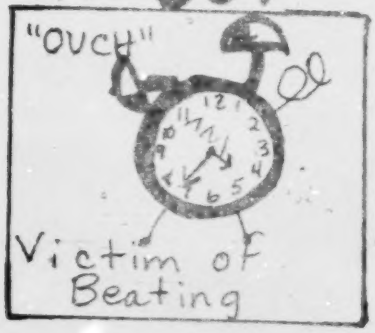


Student Made Sheet for May's Newspaper Unit

READING GAZETTE

Reporter Section

CLOCK BEATEN SAVAGELY IN 304



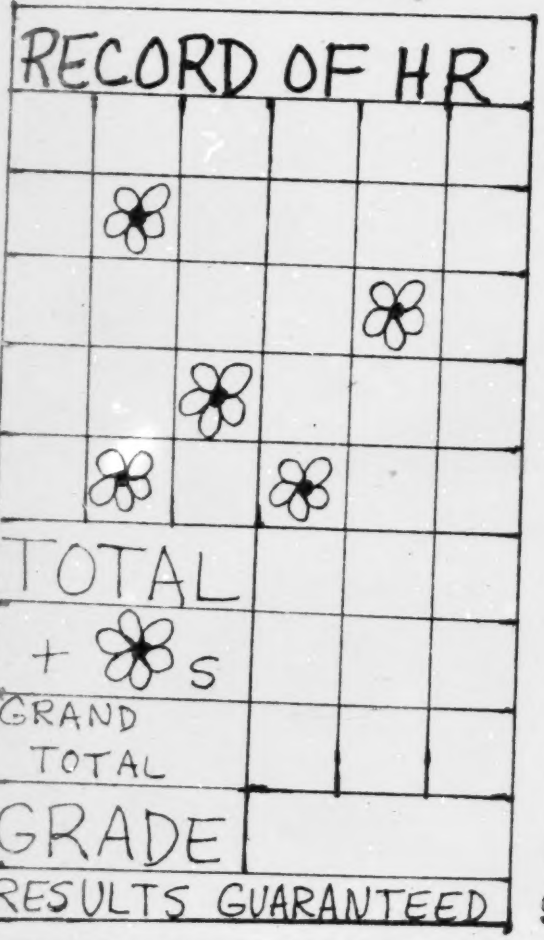
Room 304, UJH- Mr. Quick Clock was beaten yesterday by an unidentified youth. When asked why he beat the clock mercilessly, the youth said Ms. Conrad told him to. The event took 3 minutes.

D	C-	C	C
C+	B-	B	B
B+	B+	A-	A-
A	A	A+	A+

HOME READING BENEFICIAL TO GRADE

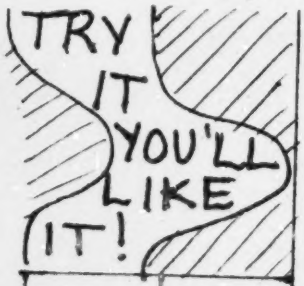
UJH-Sandy, Utah-Latest findings show that home reading is an invaluable tool for improving reading grades and scores. FREE TRIAL OFFER: Read 50 minutes each day for the month of May. If you can't see a difference in your grade, we will refund your coupons--no questions asked!!

MONEY-BACK GUARANTEE!



SHH!

READING DEPT. UJH-Students here will attempt to beat existing school records by reading silently for one period seven different times in the month of May. Skeptics say no one, especially seventh graders, could accomplish this, but students are determined to prove experts wrong. Successful students will get an "A" in silent reading for the month of May.



D	D+
C-	C
C+	B-
B	B
B+	A-
A-	A
A	A+

LITERARY FEATS CBA

COMIC BOOKS

BONING GETS MAIN IDEA!!

BALDWIN, NEW YORK- Richard A. Boning of Barnell Loft Ltd. got the main idea and drew the conclusion getting the facts and using the context of a selection is very important. Locating the answer is also very important, he said.

Specific Skill Series

C-	C
C+	FREE WITH C+
B	B+
A-	A
A+ Congratulations	

FLASH

EXCLUSIVE STORY!-- Union Jr. High students have the opportunity to be in the news with ratings from F to A.

How well can you do?

NEWS

F	D
C	B
A	A+

VOCABULARY

C

A

B

GRADES ARE COMPUTED

MONTHLY: Scholarship ____
Citizenship ____

QUARTERLY:
Scholarship ____
Citizenship ____

Happy Summer!

Home Reading Coupons

50 copies

EXTRA! EXTRA! _____ HAS DONE IT AGAIN! HE/SHE READ

_____ minutes Monday _____ minutes Thursday

_____ minutes Tuesday _____ minutes Friday

_____ minutes Wednesday _____ MINUTES TOTAL!

HIS/HER PARENT _____ WAS QUOTED AS SAYING "I'M VERY PROUD."

THIS ALL TOOK PLACE THE WEEK OF _____.

EXTRA! EXTRA! _____ HAS DONE IT AGAIN! For the second week in a row, he/she read:

_____ minutes Monday _____ minutes Friday

_____ minutes Tuesday _____ minutes Saturday

_____ minutes Wednesday _____ minutes Sunday

_____ minutes Thursday _____ MINUTES TOTAL!

HIS/HER PARENT _____ WAS QUOTED AS SAYING "WE NO LONGER NEED A TV NOW THAT MY CHILD LIKES TO READ!"

THIS ALL TOOK PLACE THE WEEK OF _____.

EXTRA! EXTRA! _____ HAS DONE IT AGAIN! For the third week in a row, he/she is heading for a new world's record.

_____ minutes Monday _____ minutes Friday

_____ minutes Tuesday _____ minutes Saturday

_____ minutes Wednesday _____ minutes Sunday

_____ minutes Thursday _____ minutes TOTAL!

HIS/HER PARENT _____ WAS QUOTED AS SAYING,"I NEVER REALIZED WE'D HAVE A CELEBRITY IN OUR FAMILY."

THIS IS THE HISTORIC WEEK OF _____.